
2003-2004 *No Child Left Behind*—Blue Ribbon Schools Program
Cover Sheet

Name of Principal Mr. Wilfred D. Moore
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)Official School Name Metro Academic and Classical High School
(As it should appear in the official records)School Mailing Address 4015 Mc Pherson Street
(If address is P.O. Box, also include street address)St. Louis MO. 63108-3117
City State Zip Code+4 (9 digits total)

Tel. (314) 534-3894 Fax (314) 531-4894

Website/URL www.slps.org/schools/high_2.htm E-mail Wilfred.moore@slps.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. William Roberti
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)District Name St. Louis Public School District Tel. (314) 231- 3720

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Darnetta Clinkscale
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school years.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

71__ Elementary schools
 23__ Middle schools
 ____ Junior high schools
 12__ High schools
 7__ Other (Briefly explain) Alternative Schools

 113__ TOTAL

2. District Per Pupil Expenditure: \$10,617
 Average State Per Pupil Expenditure: \$6,991

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.
6 If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					7			
1					8			
2					9	21	50	71
3					10	23	48	71
4					11	16	28	44
5					12	20	27	47
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								233

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 3 </u>	<u> 1 </u>
Classroom teachers	<u> 15 </u>	<u> 2 </u>
Special resource teachers/specialists	<u> </u>	<u> </u>
Paraprofessionals	<u> 3 </u>	<u> </u>
Support staff	<u> 3 </u>	<u> 1 </u>
Total number	<u> 24 </u>	<u> 4 </u>

12. Average school student-“classroom teacher” ratio: 15:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	98	97	98	97.31	97.45
Daily teacher attendance	<u>92.56</u>	91.16	<u>88.88</u>	<u>89.69</u>	<u>N/A</u>
Teacher turnover rate	<u>11.1</u>	<u>0</u>	<u>17.6</u>	<u>23.5</u>	<u>29.4</u>
Student dropout rate	0	0.4	0	<u>0</u>	<u>0</u>
Student drop-off rate	1.4	4.5	5	7.6	1.2

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	<u>54</u>
Enrolled in a 4-year college or university	100%
Enrolled in a community college	<u> </u> %
Enrolled in vocational training	<u> </u> %
Found employment	<u> </u> %
Military service	<u> </u> %
Other (travel, staying home, etc.)	<u> </u> %
Unknown	<u> </u> %
Total	<u>100 %</u>

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.

Metro Academic and Classical High School in St. Louis, Missouri is an exemplary model of student achievement and success, academic rigor, and a nurturing school climate. We strive to develop in each student a hunger for academic and personal excellence, and an appreciation for all cultures. Along with the diversity of our student population, five unique components at Metro bring strength to this mission: the International Baccalaureate Diploma Programme, our community involvement, our grading policy, our academic probation policy, and our open campus.

The International Baccalaureate Organisation offers a two-year curriculum culminating with a secondary school diploma known as the International Baccalaureate which is based upon international standards, critical thinking skills, and reflective evaluation. To offer this curriculum and the corresponding examinations, schools need to be authorized by IBO. This process involves several phases beginning with a formal application. Next, the teachers must be trained, the curriculum for the program is written, and the school is evaluated by a visiting team. Approval of each of the above components results in affiliation status followed by full participation. The Diploma Programme commenced at Metro Academic and Classical High School in August, 2002, and the first diplomas will be awarded in 2004.

For our students, involvement in the community means both learning from and giving to the community that provides their education. Through mentoring and shadowing, our students have the opportunity to learn from professionals in the community. Our community service requirement provides our students with a chance to "pay back" the community by performing 300 hours of volunteer work. This requirement spurs a life-long dedication to service in many of our students.

Personal responsibility and an appreciation for academic accomplishment are both fostered by our grading and academic probation policies. We have no grade of D, and therefore a student must master at least 70% of the material to receive a passing grade. Additionally, no student may remain at our school if he/she fails three courses over two concurrent semesters of an academic year. We include these policies because of our strong belief that students who take responsibility for their own growth and who see consequences for lack of application, develop an appreciation for personal achievement.

We believe our open campus fosters the opportunity for independence, self-motivation and maturity for our students. In a school with college-type scheduling, no class bells, no district-provided transportation, unassigned free periods, and no restriction of movement off campus, students must develop the strength to realize that freedoms only lead to success if used wisely.

Since its inception in 1971 as an alternative high school with selected enrollment, Metro has developed into a true college preparatory experience for students. With cultural diversity at the foundation of the school's mission, the student body is comprised of an almost equal mix of African-American and white students, with a smaller representation of Asian and Hispanic students, from both the city of St. Louis and its suburbs. Metro's location in mid-town St. Louis, near famous cultural landmarks and the eclectic offerings of the Central West End introduces students of disparate backgrounds to an appreciation of the rich offerings which our city brings to the metropolitan area.

Metro's students persist to a 100% commencement rate, marking the road to graduation with top scores on district and state assessments. Metro has been home to National Merit and National Achievement finalists and averages two to four finalists yearly. Competitively high ACT and SAT scores produce mean scores exceeding both city and national means. In this, its 31st year, Metro Academic and Classical High School continues to thrive and to extend its history of success.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

One of the most significant elements of Metro Academic and Classical High School's mission is the belief that all instruction should be data-driven. The Communication Arts Department and the Mathematics Department have successfully provided an array of rigorous assessments that have lead to well designed and aligned curricula. The assessments results have demonstrated continuous academic success by Metro students. An example is: Missouri Assessment Program (MAP): A performance based assessment initiated by the Missouri Department of Elementary and Secondary Education to measure student progress in meeting high school communication arts (Grade Level-11) and mathematics (Grade Level-10) Show-Me-Standards. Students meeting the standards should be prepared for higher education, careers, and civic responsibilities.

Three types of items are used to evaluate student achievement. They are: the multiple choice component which is composed of custom selected-response items and/or the survey portion of the Terra Nova, a nationally normed test; constructed-response items that require students to supply, rather than select, an appropriate response; and performance events that are longer, more demanding tasks requiring students to work through problems, experiments, arguments, or extended pieces of writing. The MAP describes student performance in terms of five levels of achievement in each content area tested. The five levels are (from lowest level to highest level): Step 1, Progressing, Nearing Proficiency, and Advanced. A 3 year Map School Building Summary Report appears below:

Communication Arts: 11th Grade

2001	66 Students	%LND	%Step 1	%Prog	%NP	%Prof	%Adv
		0	0	0	9.10	78.80	12.10
2002	54 Students	%LND	%Step 1	%Prog	%NP	%Prof	%Adv
		0	0	1.9	22.20	75.90	0
2003	50 Students	%LND	%Step 1	%Prog	%NP	%Prof	%Adv
		0	0	0	18.00	74.00	8.00

Mathematics: 10th Grade

2001	61 Students	%LND	%Step 1	%Prog	%NP	%Prof	%Adv
		0	0	9.8	41.00	47.50	1.60
2002	50 Students	%LND	%Step 1	%Prog	%NP	%Prof	%Adv
		0	0	10.90	45.50	36.40	7.30
2003	50 Students	%LND	%Step 1	%Prog	%NP	%Prof	%Adv
		0	0	12.00	34.00	52.00	2.00

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

The use of assessment plays an intricate role in the way we prepare for instruction and the delivery of instruction. Assessment tools used are: MAP tests, District-Wide Assessments, Standardized Tests (PSAT and PLAN), Department Diagnostic Tests and Teacher-Made Tests. As a result of analysis and evaluation of the data by grade, gender, and race, we institute the following strategies.

All in-coming freshmen are given a placement test to ensure correct course placement. Many freshmen attend a summer enrichment program to help them adapt to our rigorous course of study. The summer program also incorporates several assessments to diagnose non-proficient skills and remediate, to identify proficient skills and review, or to recognize advanced skills and enrich. Instructors of all disciplines include problem-based learning in their curricula. Students are required to do research, projects and presentations involving real-life situations. All 10th graders must enroll in a Testing Class (one semester English and one semester Mathematics) that focuses on honing skills for the ACT, SAT and MAP. Clear Access data analysis and faculty collaboration results in early identification of at risk students, and those students are given opportunities to build their skill levels through tutoring, mentoring, and regular evaluations.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

The most effective way Metro communicates student performance to parents is through our advisory program. Each student is assigned to a teacher who acts as an advisor for multilevel and sibling-based groups of fifteen students. The students stay with this advisor for all four years of high school. The advisor calls home with progress reports four times a year and communicates performance at various functions during the school year: the annual BBQ, where parents learn how the first few weeks of school have gone; the fall and spring parent conference days, when parents receive report cards and individual MAP results, speak with teachers, and get the most recent standardized test results; and PTO meetings, which teachers frequently attend. Teachers and advisors are also available to talk or meet with parents during their prep periods.

Students learn about their achievement at school. Some teachers give detailed grade reports or require students to keep track of their own grades. The counselor presents special auditorium sessions to decipher PLAN and PSAT results. The ACT/SAT testing course teaches students to interpret scores and determine which testing areas need more work. The counselor also acknowledges Bright Flight winners (ACT score of 30 or more) and other major achievements on a student bulletin board and in daily announcements.

For communicating achievement to the community, Metro gets help from the media. The *St. Louis Post Dispatch* annually publishes MAP results for both individual districts and individual schools. Winning the Academic Olympics, a local competition, three years in a row has also helped spread the word about Metro's spirit of excellence, as have all of the individual contests our students enter. The community can learn about our students' perfect ACT and SAT scores through announcements in the newspaper and on local television news. The Missouri Department of Elementary and Secondary Education also posts school assessment results on its website and St. Louis Public Schools publishes an annual *Report to the Community*.

4. Describe in one-half page how the school will share its successes with other schools.

Metro's academic success has always been something shared with the community. Metro's reputation, a source of general civic pride, is enjoyed by all of St. Louis. Through school-generated newsletters and through school and district websites, we disseminate news and information to parents, alumni, and the community. Today, Metro shares its academic success when our students participate in all-city debates, chess tournaments, and athletic contests. Though Metro students have a reputation for compassion and fairness, they're also competitors, and competition sets standards which affect other schools: "all boats rise." Such success inspires others. Metro's success in maintaining a safe and friendly campus is not something we keep to ourselves; students from schools all over the city know that they will have fun in a safe but un-oppressive atmosphere at Metro dances or concerts. And when Metro students tutor elementary students, or when Ms. Jones' Ecology students teach fourth graders at Cole Elementary, there is true sharing: Metro students benefit as much as the children they are teaching. The most important success we share with other schools are our graduates. When these students matriculate, colleges and universities benefit from students who are prepared to engage in demanding undergraduate programs, prepared to lead campus organizations, and prepared to stand and deliver—attesting to the benefits of a diverse urban education

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).

The curriculum at Metro encompasses and surpasses state standards in all areas of instruction through depth of content and high expectations for students. Specific courses are available in all content areas offering incentives and challenges for students. Two examples are the International Baccalaureate Program and Advanced Placement Programs. The goal of the curriculum is to provide the student with a clearly integrated and interdisciplinary approach using critical thinking

skills that allow for and encourage individuality of the students and the instructors.

The primary goal of the Communication Arts curriculum is to provide students with a framework to enable them to respond to literature orally and in writing in personal, creative and critical ways. The curriculum also instills esteem for other cultures and traditions while nurturing the enjoyment of reading. Students are exposed to national and international works in order to sharpen their awareness of language and its structures and to develop critical standards that lead to an independent appreciation of literature and how it is rooted in a world view and shared experience.

Mathematics curriculum provides an integrated approach encouraging students to develop a sense of the various interpretations and methods of problem solving. Students analyze data, make predictions, and examine patterns and functions in order to appreciate the use of mathematics techniques in real life situations.

The Science curriculum is centered on activities, labs and projects giving students the ability to understand the processes, concepts and structures of the world within and around them. Students gain skills in scientific writing and analysis necessary for laboratory investigation which in turn leads to the ability to distinguish between opinion, inference and fact.

Through the Social Sciences, students develop a global perspective of the origin of values, cultures and traditions, and the effect on their own culture and on the future. Students are encouraged to analyze and synthesize historical events from different points of view, leading to the appreciation of the achievements of other cultures and traditions.

The goal of the World Languages curriculum is to foster skills that prepare the student to be able to function successfully in the spoken target language. Using practical, cultural and social situations, students develop an appreciation of the target culture and how this culture is expressed through language. Using listening, speaking, reading, and writing skills, students are able to comprehend and analyze a broad range of texts by and for native speakers.

In Art, students learn to “see” by realizing the importance of accumulating visual experiences to use as inner resources while becoming sensitive to personal impressions of images, ideas, forms feelings and beliefs. Through the design of personal projects and study of technique, students acquire knowledge and understanding of technological applications in art as they realize that art is a powerful resource in meeting human needs and refining the quality of life and culture.

2. **(Elementary Schools)** Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

(Secondary Schools) Describe in one-half page the school’s English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

The primary goal of the Communication Arts program at Metro Academic and Classical High School is to provide students with a framework enabling them to respond to literature in personal, critical, and creative ways. An important, related goal is to draw students into the literary experience through a study of material selected to pique student interest. The materials are selected to motivate the student to participate actively in the process of reading, understanding, and writing about literature. Throughout the curriculum, students are encouraged to offer opinions, to make choices, and to explore connections with their own experiences and between the literary and the real world. Students are afforded opportunities to respond both individually and collaboratively, both orally and in writing.

The courses are designed to be an integrated language arts experience, using a literature-driven

language arts approach. Classes generally start with a piece of literature, and instruction is incorporated using language arts skills in an integrated framework: reading, writing, grammar, usage, mechanics, spelling, vocabulary, critical thinking, and listening.

The curriculum offers process writing at the ninth grade level. At the sophomore level, students study American Literature from the 15th century through the contemporary period. There is also a semester in which to prepare for the ACT and the SAT exams. Juniors at Metro are exposed to English Literature of the past and the present. Senior year offers the students a range of electives including World Literature and Creative Writing to advanced placement in language and literature.

Metro also offers a two-year elective, the International Baccalaureate Language A1. The IB language curriculum is designed to permit students to explore and engage with literature that covers a time period from classical antiquity to the twentieth century. The program's prescribed selections represent three continents and several cultures, composed by both male and female writers. The ultimate purpose is to promote a world spirit by enriching international awareness and developing empathy and respect for perspectives other than the students' own through a close, detailed study of literature and rhetoric.

Metro's Communication Arts program is designed to foster the greatest possible mental growth and development of students so they may function in an increasingly global society. Students, therefore, are presented a structured, sequential development of skills maximizing their ability to listen speak, read, write, observe and think critically.

Our enrollment process provides us with students who are reading above grade level when they enter ninth grade.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Science is a required four-year sequence at Metro Academic and Classical High School. The requirement addresses not only the need for students to be scientifically literate in this complex and technology-based world, but also addresses the needs of state and local mandated testing requirements to reinforce scientific literacy. Our science curriculum keeps the students aware of the implications of science in their everyday lives, providing an impetus for lifelong learning.

The curriculum sequence is designed so students can experience the separate disciplines in science. We offer a high level International Baccalaureate Biology course and 1-8-1-8 Advanced Biology for students who feel the need for greater challenge. This allows those students with an interest in science to challenge themselves before entering college. The level of knowledge presented in any science class at Metro will challenge all students, improving thinking and problem solving skills, but the aforementioned classes will enable them to experience higher level learning during their high school experience.

The focus for each science class is developed around higher order thinking skills, cooperative learning, independent projects, and analysis of science and technology in the world and how it relates to the individual and society. Students are encouraged to work in groups both inside and outside the classroom to foster shared learning and cooperative effort, helping them understand the value of group as well as individual effort. The students find that in extending help to other students they retain the material in a more organized manner, and the idea of respect and sharing become part of their academic ethic. The idea of respect for others ideas and sharing of materials for more in-depth understanding becomes part of the educational experience that will continue into adulthood.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

At Metro, we realize that all students do not learn the same way. We encourage self-directed learning on an individual basis. Moreover, the faculty and administration have collected data on multiple intelligences and identified student learning styles and make accommodations in teaching strategies to address each student's strengths and weaknesses. Instructors expose students to a variety of modes and a variety of material which was selected for academic substance, diversity, and relevance to college-bound adolescents.

A variety of instructional methods are employed to improve student learning and performance. Assessment data informs and guides instruction. Metro teachers reinforce skills targeted to the curriculum and to standardized local and national exams, fashion lesson plans and determine appropriate professional development activities to enhance their own learning. Cooperative learning, team teaching across the curriculum, performance-based projects and activities, individualized instruction, higher order thinking and questioning strategies, journaling, teacher-directed and cooperative learning, facilitating and coaching, peer and teacher tutoring, teacher/student and parent/teacher conferences, small group instruction, facilitating and coaching, using community and parental resources are all teaching strategies that have proven effective.

Classroom instruction engages students as active participants in their own learning as they begin to construct meaning from the various curriculum areas. Teachers insist on interpretations and responses based on textual support as well as personal experience. Metro reinforces learning through a multiplicity of educational experiences that permit young people to demonstrate comprehension, interpretation, and appreciation.

Metro encourages interdisciplinary and collaborative learning activities. Test-taking skills are addressed through instruction and practice on standardized exams such as the ACT, SAT, AP and the IB tests. Metro offers peer tutoring and a writing lab with student and teacher editors for improving writing skills. Study periods for at-risk students are proctored by teachers. Students are our business.

Metro successfully reaches students and fosters consistently remarkable achievement. These efforts by both administrators and staff have been rewarded by unleashing the potential of our students to learn and achieve both inside and outside of the classroom.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

The Metro Academic and Classical High School Program of Professional Development is a program of varied job-embedded practices that support the use of learning teams, and individual self-directed practices. A community of learners has evolved through participation in practices such as: action research, critical friends groups, peer coaching, speaker seminars, total quality management teams, leadership teams, mentoring, faculty and staff retreats, teacher-led workshops, reflective practice, and study groups. We have found these practices to be relevant. The practices provide feedback through a variety of data, through observations, interviewing, video taping, etc; and there is a significant transfer of learned skills into classroom practice.

Growth in knowledge and skills in content areas has been demonstrated by members of the Metro faculty. Many have worked on curriculum committees to revise and align curricula to state

standards. Some have been presenters and teacher trainers at local and national workshops. The entire faculty has engaged in extensive work in interdisciplinary studies, multiple intelligences, and learning styles. The focus of our professional development, of course, is improved student learning. We believe professional development promotes sound curriculum design, instruction strategies that work, and measurable student achievement. We also believe that the community of learners, once open only to Metro faculty and staff, has grown to include the students, parents, and members of the community because the atmosphere is charged with learning possibilities for all.

PART VII – ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 10

Test Missouri Assessment Program (MAP)- Mathematics

Edition/publication year 2002-3 Publisher Missouri Department of Secondary and Elementary Education (DESE)

Number of students in the grade in which the test was administered 50

Number of students who took the test 50

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from test

Number excluded _____ Percent excluded _____

The state assessment system referred to as the MAP (Missouri Assessment Program) assesses students in Communication Arts in Grades 3, 7, and 11 and Mathematics in Grades 4, 8, and 10. An achievement level measuring student progress toward the Show-Me-Standards is determined. The standards (33 performance and 40 knowledge) are built around the belief that the success of Missouri's students depends on a solid foundation of knowledge and skills and the ability to apply both knowledge and skills to problems and decisions that the students will encounter after they graduate.

Levels of achievement are identified by one of five descriptors—Step 1, Progressing, Nearing Proficiency, Proficient, and Advanced. Students in **Step 1** are substantially behind in terms of meeting the Show-Me-Standards. They demonstrate only a minimal understanding of fundamental concepts and little or no ability to apply that knowledge. **Progressing** students are beginning to use their knowledge of simple concepts to solve basic problems, but still make many errors. Students scoring **Nearing Proficient** understand many key concepts, although their application of that knowledge is limited. The desired level for all students is **Proficient** where the knowledge and skills called for by the Show-Me-Standards is demonstrated. **Advanced** students demonstrate an in-depth understanding of all concepts and apply that knowledge in complex ways.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Mathematics “Basic” equals **Nearing Proficiency**.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
% At or Above Basic	88.0	89.1	90.2	85.7	85.2
% At or Above Proficient	54	43.6	49.2	31.4	41.0
% At Advanced	2	7.3	1.6	2.9	3.3
Number of students tested	50	55	61	70	62
Percent of total students tested	100	100	100	100	98.4
Number of students excluded	0	0	0	0	1
Percent of students excluded	0	0	0	0	1.6
SUBGROUP SCORES					
1. <u>Black Students</u> (specify subgroup)					
% At or Above Basic	78.3	80.0	78.6	78.4	70.0
% At or Above Proficient	34.8	8.0	17.9	10.8	16.7
% At Advanced	0	0	0	0	0
Number of students tested	23	25	28	37	31
2. <u>White Students</u> (specify subgroup)					
% At or Above Basic	95.8	96.3	100	93.8	100
% At or Above Proficient	70.8	74.1	80	53.1	64.5
% At Advanced	0	11	3.3	6.3	6.5
Number of students tested	24	27	30	32	31
STATE SCORES					
% At or Above Basic	12.30	10.70	12.80	10.30	9.70
State Mean Score					
% At or Above Proficient	11.50	9.90	11.880	9.90	9.20
State Mean Score					
% At Advanced	0.80	0.80	1.00	0.40	0.50
State Mean Score					

STATE CRITERION-REFERENCED TESTS

Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics.
Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 11

Test Missouri Assessment Program (MAP) - Communication Arts

Edition/publication year 2003-1999 Publisher Missouri Department Of Elementary and Secondary Education

Number of students in the grade in which the test was administered 50 (2003)

Number of students who took the test 50 (2003)

What groups were excluded from testing? Why, and how were they assessed? no groups were excluded

Number excluded _____ Percent excluded _____

The state assessment system referred to as the MAP (Missouri Assessment Program) assesses students in Communication Arts in Grades 3, 7, and 11 and Mathematics in Grades 4, 8, and 10. An achievement level measuring student progress toward the Show-Me-Standards is determined. The standards (33 performance and 40 knowledge) are built around the belief that the success of Missouri's students depends on a solid foundation of knowledge and skills and the ability to apply both knowledge and skills to problems and decisions that the students will encounter after they graduate.

Levels of achievement are identified by one of five descriptors—Step 1, Progressing, Nearing Proficiency, Proficient, and Advanced. Students in **Step 1** are substantially behind in terms of meeting the Show-Me-Standards. They demonstrate only a minimal understanding of fundamental concepts and little or no ability to apply that knowledge. **Progressing** students are beginning to use their knowledge of simple concepts to solve basic problems, but still make many errors. Students scoring **Nearing Proficient** understand many key concepts, although their application of that knowledge is limited. The desired level for all students is **Proficient** where the knowledge and skills called for by the Show-Me-Standards is demonstrated. **Advanced** students demonstrate an in-depth understanding of all concepts and apply that knowledge in complex ways.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) “Basic” equals **Nearing Proficiency**.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
% At or Above Basic	100	98.1	100	98.3	100
% At or Above Proficient	82	75.9	90.9	79.3	73.3
% At Advanced	8	0	12.0	6.9	10.0
Number of students tested	50	54	66	58	60
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. <u>Black</u> (specify subgroup)					
% At or Above Basic	100	100	100	96.6	100
% At or Above Proficient	68.2	62.5	88.2	69	51
% At Advanced	4.5	0	5.9	0	7.4
Number of students tested	22	24	34	29	27
2. <u>White</u> (specify subgroup)					
% At or Above Basic	100	96.3	100	100	100
% At or Above Proficient	92	88.9	93.5	89.3	90.3
% At Advanced	12	0	19	14	13
Number of students tested	25	27	31	28	31
STATE SCORES					
% At or Above Basic	21.80	23.70	22.60	22.80	23.30
State Mean Score					
% At or Above Proficient	21.40	23.0	22.30	21.80	22.10
State Mean Score					
% At Advanced	0.40	0.70	0.30	1.00	1.20
State Mean Score					